U.S. Department of Energy

Mentoring Program Guide

Make the Mentoring Connection

Assistant Secretary for Human Resources and Administration
Office of Training and Human Resource Development
Career Development Group

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Introduction

It has been said that there are two ways to learn; through experience, or through the wisdom of someone who has already made the journey. The Department of Energy has a rich pool of individuals who have already made the journey or are well on their way. As many Fortune 500 companies have demonstrated, a formal mentoring program provides the opportunities for these experienced individuals to share their wisdom with other employees as they make career decisions and learn about their jobs, the Department, and themselves.

 This guide has been designed to assist Department of Energy organizations implement effective and cost efficient formal mentoring programs.   It is based on the results of a pilot Mentoring Program conducted by the Office of Human Resources and Administration from June 1995 to March 1996. A model program structure is presented complete with supporting documents including training materials for mentors and mentees. Organizations are encouraged to implement a Mentoring Program adapting the model where necessary to meet local organizational development needs.

Please contact Jenny Hermansen of the Office of Training and Human Resource Development at (202) 426-1530 or via the internet at jenny.hermansen@hq.doe.gov with any questions, comments, or concerns.

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Overview of Mentoring

Mentoring has been defined by the American Management Association as:

> *"A developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future."*

There are three different types of mentoring relationships: Supervisory, Informal, and Structured-Facilitated. *Supervisory mentoring* consists of the day-to-day coaching and guidance that an employee receives from his or her supervisor. *Informal mentoring* is an unofficial pairing of individuals that naturally occurs between people as needs arise. *Structured-Facilitated* mentoring is the most formal type of mentoring and is organizationally sponsored. *The Department of Energy Mentoring Program is a structured-facilitated mentoring program.*

Structured-facilitiated mentoring is often sponsored by organizations as part of another, larger career development program. For example, intern programs generally incorporate a mentoring component. Most career mobility programs, such as the Executive Potential Program (EPP), also include mentoring in the program structure. *The Department of Energy Mentoring Program is a stand-alone program and is intended to be available to the general population of employees as part of an organization's career development system.*

Organizationally sponsored mentoring programs are often implemented to meet a specific organizational goal such as executive progression, new employee orientation, or career transition/outplacement. *The Department of Energy Mentoring Program is a "mentee need-based" program.* The organizational goal is to help mentees achieve their individual career goals. Career goals are diverse and mentees may represent a wide spectrum of employees: those seeking to identify a career field, those seeking entry into an identfied occupation, or those seeking skills for career advancement in a specific field and organization.

A mentor has been described as:

> *"Anyone who has a beneficial life- or style-altering effect on another person, generally as a result of personal one-on-one contact, one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation."*

A mentor assumes many different roles depending on the needs of the mentee. The most widely identified mentor roles are: teacher, guide, counselor, motivator, sponsor, coach, advisor, role model, referral agent, and door opener. For a description of these roles, see Appendix A.

A successful mentor is characterized as: supportive, patient, respected, people-oriented, a good motivator, an effective teacher, secure in his or her position, an achiever, able to give mentee visibility, values DOE and work, and respects others. For a description of these characteristics, see Appendix A.

Mentees are many times assumed to be new, perhaps young, employees to the Department. However, mentees represent a wide range of individuals in terms of age and work experience. Because the Department of Energy Mentoring Program is "mentee need-based", a mentee is defined only as someone who wishes to further his or her career goals.

A mentee assumes different roles in the mentoring partnership. The mentee is a gauge who determines the capacity of the mentoring relationship. He or she is a student and a trainee. For a description of these roles, see Appendix B.

The characteristics of an effective mentee include: an eagerness to learn, the ability to work as a team player, someone who is patient, a risk taker, and someone with a postive attitude. For a descripton of these characteristics, see Appendix B.

It is important to remember that the mentee is ultimately responsible for his or her career! A mentor can play a powerful role in the career of an individual, however, a mentor is not responsible for the mentee's career. A mentoring partnership will only be successful when a mentee is proactive and takes ownership of his or her career.

Mentoring Program Structure

The Department's model for a successful Mentoring Program is a structure-facilitated, mentee need-based mentoring program. Implementing a program involves the following steps:

        Step 1. Identify potential mentors and mentees,

        Step 2. Select mentor/mentee pairs,

        Step 3. Provide mentoring training to participants,

        Step 4. Develop the partnership between mentors and mentees,

        Step 5. Track the progress of the partnership, and

        Step 6. Evaluate the effectiveness of the program.

Step 1. Identify Potential Mentors and Mentees

The Department's Mentoring Program model has been designed to be a stand-alone program within an organization's career development system. A determination must be made regarding who will be eligible to participate (target audience) in the Mentoring Program. The pilot program restricted participation of mentees to employees in grades GS-12 and below and mentors to employees in grades GS-13 and above. The total number of partnerships was limited to 30 (30 mentees and 30 mentors). Decisions regarding the target audience must be made by the organization. Some factors to consider are the size of the organization, the grade levels represented, other career development programs available to employees, the potential mentor pool, and finally, the workload the program administrator can effectively manage.

Once the target audience is determined, the opportunity to participate in the Mentoring Program needs to be advertised. Appendix C includes a sample memorandum announcing a Mentoring Program and promotional materials. Appendix D includes sample applications or "Matching Forms" to be completed by those employees interested in participating in a Mentoring Program.

Step 2. Select Mentor/Mentee Pairs

Making the appropriate match between mentors and mentees is critical to the success of the Mentoring Program. Because the program is mentee need-based, the mentee's career needs should be the basis for identifying a mentor. If the mentor and mentee have indicated that they would like to be matched, that choice should be honored, as appropriate. Other considerations for making an appropriate mentor/mentee matches include (1) the career history of the mentor and how that might relate to the career goals of the mentee; (2) the similarities of the career fields of the mentor and mente; (3) the congruence between the mentor's areas of expertise and competence and the mentee's developmental needs; (4) the geographic location of the mentor and mentee; (5) the organizations in which the mentor and mentee work; and (6) any other relevant organizational concerns.

Once the partnerships have been identified, a letter should be sent to the mentors and mentees announcing their participation in the program and identifying their respective partners. A letter should also be sent to the supervisors of the mentors and mentees announcing their selection for the program.

Step 3. Provide Mentoring Orientation Training to Participants

The orientation training session provided to the mentors and mentees has several objectives the first of which is to provide an overview of the Mentoring Program. This includes outlining the program structure, identifying the responsibilities of the participants, and describing the expectations and limitations of the program.

A second objective of the orientation training is to identify resources available to the mentors and mentees. Resources include training curricula available, career counseling services, career center resources, time allotted for meetings between the mentor and mentee, availablility of the Mentoring Program Administrator, etc.

A third objective of the training session is to provide a structured, non-threatening environment in which the mentor and mentee can begin to develop their partnership. This is extremely important, particularly if the mentor and mentee do not know each other or did not self-select each other as partners. The Department's Mentoring Program module uses the "Style Analysis Mentoring for Success" materials to help establish a productive partnership. Other instruments are available and may be appropriate for the orientation training. See Appendix E for further information.

Appendix K is a complete Mentoring Program Orientation training module.

Step 4. Develop Partnerships Between Mentors and Mentees

It is during this step of the Mentoring Program that the mentors and mentees work together towards achieving the career goals of the mentees. This is the heart of the program and should be at least nine to twelve months long. This step is further defined as a five-stage process and is discussed in greater detail beginning on page 9.

Step 5. Track the Progress of the Partnerships

Tracking the progress of the mentor/mentee partnerships will help ensure the participants are completing the requirements of the program and are not encountering roadblocks to success. Participants should be required to complete the Purpose and Logistics Statement, the Career Development Plan, and the monthly Progress Reports in a timely manner. See Appendices F, G, and H, respectively, for sample formats.

Focus group meetings should also be held each month. This will allow the mentors to network with each other and will encourage networking among the mentees. See Appendix I for further information on focus group meetings.

Step 6. Evaluate the Effectiveness of the Program.

Two levels of evaluation are incorporated into the Department's Mentoring Program model. The first evaluation takes place at the conclusion of the program. Mentors and mentees are surveyed to ascertain their satisfaction with the program and to determine if they think the program accomplished the stated objectives.

The second evaluation should take place six months after the program has concluded. Mentors, mentees, and the mentees' supervisors should be surveyed to determine if any career enhancing changes have taken place that can be attributed to the Mentoring Program. See Appendix J for sample evaluation forms.

Develop Partnerships Between Mentors and Mentees

The heart of the Mentoring Program is the fourth step, Develop Partnerships Between Mentors and Mentee. It is the longest of the six steps of the Department's Mentoring Program model, and, should last at least nine to twelve months in order for the mentees to fully realize the benefits of the program.

This section outlines the five phases of Step 4: Develop Partnerships Between Mentors and Mentees. Most of the work during the partnership development phases is accomplished in mentor/mentee meetings and by the mentee working to accomplish identified career goals. The Mentoring Program Administrator's role is limited to consultation and support.

It is important to remember that the Mentoring Program model is a mentee needs-based program which means the career needs of the mentee should drive the direction of the partnership. Equally important to remember is that the mentee is ultimately responsible for his or her career. The mentor is a valuable resource and can have a powerful effect on the mentees career only as long as he or she remains proactive.

> Phase One: Get Acquainted
>
> Phase Two: Plan and Commit
>
> Phase Three: Prepare a Career Development Plan
>
> Phase Four: Implement the Career Development Plan
>
> Phase Five: Evaluate Progress

Phase One: Get Acquainted

This phase begins at the orientation training session for many of the mentors and mentees. However, this phase may require more time than just the initial meeting. During this phase, the mentors and mentees need to learn about each other. Important information to share includes each others career history, educational background, reasons for participating in the program, and pertinent personal data that may limit or enhance the partnership such as commuting requirements or family status.

It is extremely important that the Mentoring Program facilitate this phase in a non-threatening and structured manner. This is one of the primary purposes of the orientation training provided to participants. The Department's Mentoring Program model utilizes the "Style Analysis Mentoring for Success" materials to help establish a productive partnership. Other instruments are available and may be appropriate for this purpose. Appendix E provides further information.

Appendix K is a complete Mentoring Program Orientation training module that is used to facilitate the Get Aquainted phase. However, one meeting may not be sufficient for some people and the mentor/mentee pairs should be encouraged to continue in this phase until they are comfortable enough to move on.

Some people express concern over the effectiveness of a mentoring program that matches mentors and mentees rather than allowing the process to happen naturally. The concern is usually based on the fact that the "chemistry" may not exist for the partners. Experience has shown that the "chemistry" can exist if the following equation is honored.

$$\textbf{Chemistry} = \textbf{Trust} \; + \; \textbf{Honesty} \; + \; \textbf{Respect}$$

The "chemistry" can be developed if enough time is spent to develop the trust, honesty, and respect. If, however, the mentor OR mentee is uncomfortable with the partnership because of "bad chemistry" or any reason, they must be afforded a "no fault, opt-out" option. No explanations should be required as to why a mentor or mentee wants to discontinue his or her participation in the program.

Phase Two: Plan and Commit

Based on what the mentor and mentee have learned about each other, they need to prepare a common purpose and logistics statement that will further guide the development of the partnership. The purpose of the partnership should identify the results that both partners expect to achieve. Benefits of participation for both the mentor and mentee should be included. See Appendix F for more information on developing purpose and logistics statements.

The purpose and logistics statements are the foundation of the partnership and the Mentoring Program Administrator should ensure that the statements are completed. Defining a common purpose for the partnership ensures that the partners have clearly communicated their expectations about the program. By committing to a logistics statement, mentors and mentees will be less likely to miss meetings or to follow up on joint activities.

The supervisor of the mentee (and in some cases, the mentor) should be given an opportunity to comment on the purpose and logistics statements and be required to sign the statements along with the mentor and mentee. The supervisor plays an important role in an employee's career development and should be kept abreast of career development plans and activities.

Phase Three: Prepare a Career Development Plan

Once the foundation of the partnership is set, the mentor and mentee are ready to focus on preparing a Career Development Plan for the mentee. A sample Career Development Plan is included in Appendix G.

A Career Development Plan is different than an Individual Development Plan. The Career Development Plan may have a more long term focus, does not have to be job- or organization-specific, and may include developmental activities beyond the scope of the organization. Because of these reasons, the mentee's supervisor should not be required to approve or sign the Career Development Plan. However, as stated above, the supervisor plays an important role in an employees career development and should be kept abreast of career development plans and activities. Additionally, if developmental activities are identified that are specific to the job and within the scope of the organization, then the mentee should incorporate those activities into his or her Individual Development Plan.

The mentor's role during this phase will vary depending on the mentee's needs. The mentor may provide insight into career goals, help the mentee assess his or her competencies and identify strengths and developmental needs, suggest different developmental activities and resources, assist the mentee to develop a professional network, etc.

Phase Four: Implement a Career Development Plan

Implementing the mentee's Career Development Plan is straightforward. The mentee is responsible to complete the activities as identified with the mentor's assistance. Follow through by the mentee is important to strengthen the "chemistry" of the partnership as described in Phase One: Get Acquainted.

Phase Five: Evaluate Progress

The mentor and mentee should meet on a regular, on-going basis to evaluate the progress of the mentee's developmental activities. The mentor plays a key role in assisting the mentee evaluate the effectiveness of learning activities. The mentor should help the mentee assimilate new information and understand its relevance to career goals and related competencies. Based on the evaluation, the mentor and mentee may identify the need to continue development of a competency area or may gain new insights that leads to new developmental objectives.

The mentee should be required to complete a monthly progress report, review it with the mentor, and submit it to the Mentoring Program Administrator. See Appendix H for a sample. The reports should be reviewed by the Mentoring Program Administrator to assess the progress of partnership and to identify any problems that should be addressed.

Appendix A: Mentor Roles and Characteristics

Mentor Roles

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all of the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Each of the ten roles are described below.

Teacher: As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform the job successfully. This role requires the mentor to outline the "nuts and bolts" of the position and to share experiences as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee can not only learn from past errors, but also realize that no one is perfect.

Guide: As a guide, the mentor helps navigate through the inner workings of the organization and decipher the "unwritten office rules" for the mentee. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities that each performs, and the office personalities involved.

Counselor: The role of counselor requires the mentor to establish a trusting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentors should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while he/she speaks.

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a mentee by advising the mentee to first attempt to solve the problem before seeking assistance.

Motivator: As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It's not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly-motivated individuals with a thirst for success. Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support, and incentives, mentors can motivate mentees to succeed.

One of the most effective ways to encourage a mentee is to provide frequent, positive feedback during assigned tasks or while the mentee strives toward goals. Positive feedback is a great "morale booster" that removes doubt and builds self-esteem and results in a sense of accomplishment.

Sponsor: A sponsor creates opportunities for the mentee - opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee's overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risks. Opportunities should challenge and instruct without slicing away the mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

Coach: Coaching is a complex and extensive process and is not always an easy skill to perform. Specifically, coaching involves feedback. A mentor needs to give different kinds of feedback, as the situation demands: positive feedback to reinforce behaviors and constructive feedback to change behaviors. Both types of feedback are critical to the professional growth of the mentee. Feedback should be frequent, specific, and based on direct observation of the mentee (not secondhand information). When giving constructive feedback the mentor should be descriptive about the behavior; not use labels such as "immature" or "unprofessional"; not exaggerate; not be judgemental; and phrase the issue as a statement, not a question.

Advisor: This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you won't know how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable, and flexible to accomodate the changing dynamics of the organization.

Role Model: As a role model, the mentor is a living example of the values, ethics, and professional practices of the Department of Energy. Most mentees, in time, imitate their mentors; as the proverb states, "Imitation is the sincerest flattery." Teaching by example may be a mentor's most effective developmental tool. The mentees will learn a lot as he or she observes how the mentor handles situations or interacts with others. The mentor needs to be careful how they come across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics, and a positive attitude.

Referral Agent: As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills, and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan as an "enabler" to move the mentee toward career goals that have been set.

Door Opener: The role of door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the Department of Energy, as well as outside the Department. The mentee needs a chance to meet other people to spur professional development. As a door opener, the mentor can introduce the mentee to many of their own contacts to help build a network structure. As a door opener, the mentor also open doors of information for the mentee by steering him/her to resources that may be helpful.

Mentor Characteristics

A successful mentor is characterized as:

Supportive: A mentor is one who supports the needs and aspirations of the mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

Patient: A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

Respected: A mentor is someone who has earned the respect of peers within the Department, the community and his or her profession.

People-Oriented: A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has "good people skills"; that is, knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflict and give appropriate feedback.

Good Motivator: A mentor is someone who inspires a mentee to do better. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments (where applicable).

Effective Teacher: A mentor should thoroughly understand the skills required of the mentee's position (or desired position) and be able to effectively teach these skills to the mentee. A mentor must not only teach the "skills of the trade", but also manage the learning of the mentee. This means the mentor must actively try to recognize and use teaching opportunities.

Secure in Position: A mentor must be confident in his/her career so that pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a mentee's discoveries and welcomes a mentee's achievements. In truth, a mentor enjoys being a part of the mentee's growth and expansion.

An Achiever: A mentor is ususally a professional achiever--one who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor is usually one who takes on more responsibilities than is required, volunteers for more activities, and tends to climb the proverbial career ladder at a quick pace.

A mentor attempts to inspire a mentee with this same drive for achievement. This "attempt at achievement" is the flint that sparks a mentee's desire for career success. In this way, a mentor helps a mentee to set, evaluate, and reach career goals.

Able to Give Mentee Visibility: A mentor is someone who can give the mentee the right amount of exposure within DOE. One way to give exposure is to secure challenging projects for the mentee. Another way is talk with others about the mentee's accomplishments.

Values DOE and Work: A mentor takes pride in DOE and relishes the every day challenges that typically arise. A mentor understands the mission, vision, and values of DOE and supports the Department's initiatives. A mentor should be well versed in DOE policies and in the prodecures of the particular organizations in which he or she works.

Respects Others: A mentor is one who shows regard for another's well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee's weaknesses and minor flaws, just as the mentee must learn to accept the weaknesses and flaws of the mentor.

Appendix B: Mentee Roles and Characteristics

Mentee Roles

Mentees roles are:

Gauge: A mentee is the "gauge" to measure how interactive a mentoring partnership will be. This means that the mentee determines the capacity of the mentoring relationship. The mentee decides upon the amount of guidance that is needed. The mentee should take the initiative to ask for help or advice.

Student: The mentee is the student who needs to absorb the mentor's knowledge and have the ambition to know what to do with this knowledge. As a student, the mentee needs to practice and demonstrate what has been learned.

Trainee: A mentee is also a "trainee" who should blend mentoring with other approaches. By participating in other programs, the mentee becomes a more well-rounded and versatile DOE employee.

Mentee Characteristics

The list below outlines the characteristics of the "ideal" mentee.

Eagerness to Learn: A mentee has a strong desire to learn new skills and abilities, or a desire to develop existing skills and abilities. A mentee seeks educational and/or training opportunities whenever possible to broaden his or her capabilities. A mentee strives to elevate his or her level of technical skills and professional expertise to gain an ever greater mastery of the job.

Ability to Work as a Team Player: A mentee must usually interact with many others as a part of the requirement of his or her position. Therefore, it is important that the mentee cooperate and communicate with these individuals.

A mentee must learn how to be a team player--to contribute as much as possible to the mentoring relationship. To do this, a mentee should:

- Initiate and participate in discussions,
- Seek information and opinions,
- Suggest a plan for reaching goals,
- Clarify or elaborate on ideas,
- Try to ease tension between parties,
- Resolve differences,
- Be fair with praise and criticism,
- Accept praise and criticism.

Patient: A mentee must be willing to put time and effort into the mentoring relationship. A mentee must persevere through the difficulties that arise during the learning process. Many mentees, at one time or another, feel frustrated because they feel confined in their current job, or "hemmed in" by everyday tasks. A mentee should be realistic enough to know that career progression doesn't happen overnight.

Risk Taker: As a risk taker, a mentee must be willing to travel from the "safe harbor" into the seas of uncertainty. This means that a mentee must move beyond tasks that he or she has mastered and accept new and more challenging experiences. This can be difficult for a mentee because this means giving up the known for the unknown. With each new as-signed task, a mentee may ask, "Can I really do this?"

A mentee must realize that, to grow professionally, it is necessary to assess oneself, to acquire needed skills, to develop new skills, and to make contact with other DOE employees. A mentee must be willing to take chances!

Positive Attitude: This is a very important trait for a mentee to possess because it is a bright and hopeful attitude that can help a mentee succeed. A mentee with a poor or "defeatist" attitude will not move ahead--the first "bump in the road" will jar this person off course.

An optimistic mentee is more likely to tackle difficulties and to stay on course. A mentee should not be afraid to fail.

Appendix C: Mentoring Program Announcements

Sample Memorandum for Leadership Support

MEMORANDUM FOR: HEADS OF HEADQUARTERS ELEMENTS

FROM: ARCHER L. DURHAM
                              ASSISTANT SECRETARY FOR
                              HUMAN RESOURCES AND ADMINISTRATION

SUBJECT: HEADQUARTERS MENTORING PROGRAM PILOT

The Office of Human Resources and Administration is pleased to announce the Headquarters Mentoring Program Pilot. This pilot reinforces the Department's commitment to support the strategic goal of developing and maintaining a well trained and versatile workforce. Employees who participate in the pilot will have the opportunity to partake in a structured, facilitated mentoring relationship that fosters career development and professional growth.

Your leadership is essential for the successful implementation of the Headquarters Mentoring Program Pilot. Your support of this initiative demonstrates the Department's core value that people are our most important resource and will strengthen the ability of employees to cope with and promote changes brought on by the Department's realignment.

All Headquarters Training Officers and Coordinators will be sent a complete package outlining the structure and requirements of the Headquarters Mentoring Program Pilot. A copy of the pilot announcement is attached for your information. If you have further questions, please contact Jenny Hermansen, Office of Training and Human Resource Development, at (202) 275-7956.

Attachment

Sample Memorandum for Administrative Support

MEMORANDUM TO: HEADQUARTERS TRAINING COORDINATORS

FROM: THOMAS W. EVANS
                         DIRECTOR OF TRAINING AND
                         HUMAN RESOURCE DEVELOPMENT

SUBJECT: HEADQUARTERS MENTORING PROGRAM PILOT

This is to provide the Headquarters training community advance notice of, and to request assistance in implementing, an important new training and development initiative.

The Office of Training and Human Resource Development is pleased to announce the Headquarters Mentoring Program Pilot. The program pilot will provide Headquarters employees the opportunity to participant in a mentoring relationship that fosters career development and professional growth. Equally important, this initiative will result in the development of a comprehensive mentoring program guidebook which can be used by all Departmental Elements throughout the complex to institutionalize effective mentoring programs.

A full program description and application forms are attached. Please distribute this package throughout your organization. An information briefing on this program for Training Coordinators <u>only</u> will be held on Wednesday, June 21, 1995, from 1:00 - 3:30 p.m. in GJ-015 of the Forrestal Building. Attendance at this briefing is encouraged so that you will be prepared if your employees have any questions regarding the pilot.

An information memorandum is also being sent to Heads of Headquarters Elements by Archer Durham. For further information, please contact Jenny Hermansen, Office of Training and Human Resource Development, at (202) 275-7956.

Attachments

Headquarters Mentoring Program Pilot

Make the Mentoring Connection

What Is It?

The Headquarters Mentoring Program Pilot is an opportunity for employees to participate in a structured, facilitated mentoring relationship during a six-month time period.

Who Can Participate?

All federal Headquarters employees may participate. Employees in grades GS-12 and below are eligible to particpate as mentees and employees in grades GS-13 and above are eligible to participate as mentors. Because this is a program pilot, there will be a limit of 30 mentor-mentee relationships. Participation will be based on the availability of appropriate mentor-mentee matches. In constructing the pilot participation, consideration will be given to organizational and occupational representation.

Why Should I Become Involved?

By supporting the Mentoring Program, **Organizations** will have the opportunity to:
* Recruit and retain high quality employees,
* Improve performance and productivity of mentors and mentees, and
* Facilitate the transfer of corporate culture and values.

As a **Mentor,** you will have the opportunity to:
* Develop and refine your coaching and counseling skills,
* Share your knowledge about the Department and your profession,
* Identify talented individuals in the organization, and
* Improve the organizational climate.

As a **Mentee,** you will have the opportunity to:
* Gain an understanding of "political" and organizational dynamics which can affect your career,
* Increase your networking skills,
* Clarify your career goals based on a realistic self-assessment, and
* Develop a plan for achieving your goals based on an understanding of organizational realities.

What Will Be Required Of Me?

If you are interested in applying for the Headquarters Mentoring Program Pilot, you should plan to attend an information briefing at the Forrestal Building on June 26, 1995, in room GJ-015 from 2:00 p.m to 3:00 p.m. or at the Germantown facility on June 30, 1995, in room A-410 from 1:00 p.m. to 2:00 p.m. If you participate in the pilot, you will be required to attend an orientation workshop on August 22, 1995. The requirements of each mentoring relationship will vary slightly, depending upon the needs of the mentee and the availability of the mentor. You should anticipate that each mentor-mentee will meet weekly.

How Do I Get Involved?

See your organizational training coordinator to obtain the appropriate application form and submit it to Jenny Hermansen, HR-2, 750 First Street by July 14, 1995.

Who Do I Contact For More Information?

For further information, please call Jenny Hermansen, Office of Training and Human Resources Development, (202) 275-7956 or your organizational training coordinator.

Appendix D: Matching Forms

Mentee Matching Form
(GS-12 and below)

**Headquarters Mentoring
Program Pilot**

The information you provide on this form will assist us in making an appropriate match between you and potential mentors. Please be as specific as possible. This form must be submitted to Jenny Hermansen, HR-2, 750 First Street by July 14, 1995. For further information, please contact Jenny Hermansen, Office of Training and Human Resource Development, at (202) 275-7956 or your training coordinator.

Name: _____ Job Title/Series/Grade: _____

Organization: _____ Routing Symbol/Address: _____

Phone Number: _____ FAX Number: _____

Are you connected to the Headquarters CC:Mail System? ☐ Yes ☐ No

Supervisor's Name and Phone Number: _____

Training Coordinator's Name and Phone Number: _____

Educational Background: _____
_____
_____

Current Work History: _____
_____
_____

What are your career goals? _____
_____
_____

Identify the skills/competencies/expertise that would provide the greatest impact on your long-term career goals:

☐ Interpersonal Skills   ☐ Goal Setting Skills
☐ Communication Skills   ☐ Preparation for Management
☐ Conflict Resolution Skills   ☐ Time Management Skills
☐ Networking Skills   ☐ Confidante/Sounding Board
☐ Technical Skills

What are your expectations as a result of a mentoring partnership? _____
_____
_____

How much time can you realistically invest in the mentoring partnership?

☐ Less than 1 hour per week   ☐ More that 1 hour per week

Have you ever had a mentor? ☐ Yes ☐ No

Describe you ideal mentor: _____
_____
_____

Are there any individuals you would specifically be interested in as your mentor? Please identify: _____
_____

_____   _____
Signature   Date

Mentee Matching Form (GS-12 and below)

Mentor Matching Form
(GS-13 and above)

Headquarters Mentoring
Program Pilot

The information you provide on this form will assist us in making an appropriate match between you and potential mentees. Please be as specific as possible. This form must be submitted to Jenny Hermansen, HR-2, 750 First Street by July 14, 1995. For further information, please contact Jenny Hermansen, Office of Training and Human Resource Development, at (202) 275-7956 or your training coordinator.

Name: _____   Job Title/Series/Grade: _____

Organization: _____   Routing Symbol/Address: _____

Phone Number: _____   FAX Number: _____

Are you connected to the Headquarters CC:Mail System?   ☐ Yes   ☐ No

Supervisor's Name and Phone Number: _____

Training Coordinator's Name and Phone Number: _____

Educational Background: _____

_____

_____

Current Work History: _____

_____

_____

Identify the skills/competencies/expertise that make you especially qualified to serve as a mentor:

☐ Interpersonal Skills   ☐ Goal Setting Skills
☐ Communication Skills   ☐ Preparation for Management
☐ Conflict Resolution Skills   ☐ Time Management Skills
☐ Networking Skills   ☐ Confidante/Sounding Board
☐ Technical Skills (be specific) _____

_____

Why are you interested in being a mentor? What's in it for you? _____

_____

_____

How much time can you realistically invest in the mentoring partnership?

☐ Less than 1 hour per week   ☐ More that 1 hour per week

Have you ever had a mentor?   ☐ Yes   ☐ No

Have you ever been a mentor?   ☐ Yes   ☐ No

Describe you ideal mentee: _____

_____

_____

Are there any individuals you would specifically be interested in mentoring? Please identify: _____

_____

Signature   Date

Mentor Matching Form (GS-13 and above)

Appendix E: "Style Analysis Mentoring for Success"

"Style Analysis Mentoring for Success"

A key feature of the Department's Mentoring Program model is the structured, facilitated introductions of mentors to mentees. The instrument recommended to help the participants through the important initial meeting is the "Style Analysis Mentoring for Success". This is a product of Target Training International and can be purchased from Management Training Systems (phone 402-298-7449).

"Style Analysis Mentoring for Success" reports are generated from individuals' responses to a short instrument (24 questions) and quantifies information on how individuals perceive themselves and others. Through personalized information, respondents have the opportunity to immediately increase their knowledge of themselves and others resulting in increased effectiveness and productivity.

The individual reports are approximately 15 pages long and include information on the respondents general characteristics, talents, communication style, ideal work environment, and areas for improvement. The reports also include tips for managing and motivating the respondents. These reports are used during the Mentoring Program Orientation training module.

The Office of Training and Human Resource Development is available to administer the "Style Analysis Mentoring for Success" instrument and to provide the related training during an organization's Mentoring Program Orientation Training. Funding for the instrument would be the responsibility of the local organization.

Other instruments are readily available and may be appropriate to help mentors and mentees through the initial phase of developing their partnerships. The Myers-Briggs Type Indicator is an excellent resource, for example.

For more information regarding the "Style Analysis Mentoring for Success" or to discuss other possible resources, please contact Jenny Hermansen, Office of Training and Human Resource Development, by phone at (202) 426-1530 or via the internet at jenny.hermansen@hq.doe.gov.

Appendix F: Purpose and Logistics Statement

Purpose and Logistics Statement

Developing the Partnership Between Mentors and Mentees, Phase Two: Plan and Commit requires that the mentors and mentees jointly complete a Purpose and Logistics Statement. The following questions should be addressed in the statement. The mentor, mentee, and the mentee's supervisor (and perhaps the mentor's supervisor) should be required to sign the statement.

Purpose:

What is the goal of the partnership?

What is the desired outcome of the partnership?

What are the potential benefits to the mentor and mentee?

Logistics:

How often will the partners meet?

What time of day is convenient for the partners? Are the partners' supervisors supportive of the mentoring relationship? Can they meet during the workday or should meetings be scheduled during lunchtime?

Where will the partners meet? Are the partners in the same location or will travel be required? Who will travel? Are there other reasons the mentor or mentee travel to the other partner's location? Can meetings be combined with other, pre-existing activities?

Can mentoring meetings be conducted over the telephone? Is electronic mail an option?

What are the partners current work schedules and current work demands? Is this expected to change? How does this affect the partnership? How will future, unplanned changes be handled?

Appendix G: Career Development Plan

Career Development Plan

Name: **Organization:**

Mentor: **Supervisor:**

Career Goals: (Long- and Short-Term, as appropriate)

Competency Assessment - What competencies are needed to reach my career goal?:

Strengths - What competencies do I currently possess that are necessary to reach my career goal?:

Developmental Needs - What competencies do I lack that are necessary to reach my career goal?:

Activities to Further Develop My Strengths - Ways I can use competencies I currently possess:

Activities to Improve Developmental Needs - Ways I can improve or acquire competencies needed to reach my career goal?:

Appendix H: Progress Reports

Mentoring Program Progress Report

The mentee is responsible to complete a Progress Report and send it to Jenny Hermansen, Office of Training and Human Resource Development, HR-2, 750 First Street or FAX (202) 275-7710 on the first of each month from September1995 to February 1996.

Mentee Name:

Mentor Name:

Date:

Dates of Meetings between Mentee and Mentor:

Accomplishments of Meetings:

Activities and Accomplishments of Mentee:

Comments:

Appendix I: Focus Group Meetings

Focus Group Meetings

Focus group meetings should be held monthly to allow the mentors to network with each other and to encourage networking among the mentees. Separate meetings should be conducted for mentors and mentees. The purpose of the focus group meetings is to provide an opportunity for mentors to share with other mentors and mentees to share with other mentees.

Mentors need an opportunity to develop their skills as a mentor and their peers in the program can be a tremendous resource. This is particularly true for people who have never assumed the role of a mentor before.

Mentees need an opportunity to learn how others are managing challenging situations and how to stay motivated. The focus group meetings provide a forum for mentees to share successful career development strategies.

Focus group meetings can provide valuable information to the Mentoring Program Administrator. Organizational barriers may be identified, expectations may not be appropriate, supervisory support may wane, or other problems may surface. Successful implementation of the Mentoring Program requires early intervention as problems arise.

The focus group meetings should provide a forum in which the participants can discuss:

> o How their partnership is developing,
> o Strategies for successfully developing the partnership,
> o Ideas for developmental activities, and
> o Difficult or challenging situations and recommended solutions.

Appendix J: Evaluation Forms

Mentoring Program Evaluation

We continuously seek ways to improve the career development opportunities available to employees. As a participant in the Mentoring Program, your feedback is an extremely valuable resource. Please take a few minutes to camplete this evalaution and return it to Jenny Hermansen, HR-2, 950 L'Enfant Plaza, Room 710, or FAX to (202) 426-1480 by March 15, 1996. If you have any questions, please call Ms. Hermansen at (202) 426-1530.

1 Did you participate in the program as a: ☐ Mentor or a ☐ Mentee?

2. What is your occupational series and grade level? _____

3. Were the objectives of the mentee's "Career Development Plan" achieved?

☐ Yes   ☐ No

 If not, why?

4. Do you consider your participation in the Mentoring Program to have been a success?

☐ Yes   ☐ No

 Please describe how your experience was or was not a success. (If you would like to share more information regarding your experience, please provide your name so that the Mentoring Program Manager can contact you.)

Please rate questions 5 through 8 using the following scale: 1=Poor, 3=Good, 5=Excellent

	Poor		Good		Excellent
5. How would you rate the effectiveness of the program orientation session?	1	2	3	4	5
6. Specifically, how would you rate the effectiveness of the Style Analysis report you received in the orientation session?	1	2	3	4	5
7. How would you rate the compatibility between yourself and your mentor/mentee?	1	2	3	4	5
8. Overall, how would you rate the effectiveness the program?	1	2	3	4	5

9. How many hours, on average, did you meet with your mentor/mentee each week?

☐ Less than 1 hour   ☐ 1 hour   ☐ 2 hours   ☐ 3 or more hours

10. Did you supervisor support your participation in this program?

☐ Yes   ☐ No

11. What barriers, if any, did you encounter during the program?

12. What, if anything, do you believe should be added/expanded to the program?

13. What, if anything, do you believe should be deleted/condensed from the program?

General Comments?

Thank You!

Appendix K: Mentoring Program Orientation Training Module

Mentoring Program Orientation Training Model

The orientation training session is a critical element of the Department's Mentoring Program model and is defined as Step 3 of the Mentoring Program Structure (see page 6). This appendix outlines the orientation session, including sample participant materials.

Format:

The orientation training is a half-day (four hours) module. Class size should be limited to 40 participants (20 mentor/mentee pairs). If the local organization's mentoring program is larger than 20 pairs, the group should be divided into separate orientation training sessions. Mentors and mentees MUST attend the same session.

The orientation training uses the "Style Analysis Mentoring for Success". The instruments must be completed by the participants prior to the training session, returned to the Mentoring Program Administrator, scored, and printed. The reports are distributed during the orientation training. See Appendix E for more information.

The facilitator needs to create a friendly, structured, non-threatening environment. The use of lecturettes followed exercises completed by the mentor/mentee pairs provides a forum for the pairs to get to know each other.

Learning Objectives:

By the conclusion of the orientation training, the participants will:

> o Understand the role and characteristics of an effective mentor and mentee;
> o Respect the strengths and differences each person brings to the partnership;
> o Develop a purpose statement for the mentoring partnership; and
> o Establish a logistics agreement for the mentoring process.

Facilitation Plan

Icebreaker Exercise - 15 minutes

Lecturette - 60 minutes

Explain Organizational Context and Expectations of Mentoring Program

Introduce Mentoring Concepts

Review Mentoring Program Structure

Review Phases of Developing the Partnership Between Mentors and Mentees

Reinforce Reporting Requirements and Focus Group Meetings

Exercise - Mentor Roles and Characteristics - 30 minutes
Mentee Roles and Characteristics

Participants read Mentor Roles
1. Mentor shares with Mentee the 3 roles he or she is most capable of performing and why

2. Mentee shares with Mentor the 3 roles he or she is most looking for in a Mentor and why

Participants read Mentee Roles
1. Mentor and Mentee discuss why they each think the roles are important and why

Participants read Mentor Characteristics
1. Mentor shares with Mentee the 3 strongest characteristics that he or she brings to the partnership and how the characteristics will be helpful

2. Mentee shares with Mentor the 3 characteristics most important to him or her and why

Participants read Mentee Characteristics
1. Mentor and Mentee discuss why they think each of the characteristics are important to a successful Mentee and why

Lecturette - Introduction to Style Analysis Theory - 30 minutes

Exercise - Demonstration of Four Dimensions of Style Analysis - 30 minutes

Distribute Reports - Participants Read - 15 minutes

Exercise - Style Analysis Comparison - 30 minutes

Participants re-read the "General Characteristics" section of report and underline 2-3 sentences that best describe themselves. Share with mentor/mentee.

Participants write a "Strength Statement" (The greatest strength I bring to this mentoring relationship is:) and share with mentor/mentee.

Participants re-read the "Communications Checklist" section of the report and
1. Circle the 2-3 statements that are most effective when others are communicating with self. Share with mentor/mentee.

2. Star (*) the 2-3 statements that cause self most frustration in communciations. Share with mentor/mentee.

Participants re-read "Ideal Work Environment" section of the report and underline the 2-3 statements that are most important to self. Share with mentor/mentee.

Exercise - Purpose and Logistics Statement - 30 minutes

Participants begin to develop the Purpose and Logistics Statement and complete as time allow.

Closing - 5 minutes

Summarize the program reporting requirements, the focus group meetings, and how to contact the Mentoring Program Administrator.

Mentoring Program Guide

Make the Mentoring Connection

Participant Materials

Workshop Objectives

At the conclusion of this workshop, you will:

* * Understand the responsibilities of your role as mentor or mentee;

* * Respect the strengths and differences each person brings to the partnership;

* * Develop a purpose statement for your mentoring partnership; and

* * Establish mutual agreement on the "logistics" of the mentoring process with your partner.

Workshop Agenda

Mentoring
* Roles and Responsibilities
* Mentoring Program Structure

Style Analysis
* Theory
* Reports

Partnering
* Purpose and Logistics Statement

Next Steps

Mentoring Overview

Mentoring is:

The American Management Association offers the following definition of mentoring:

"A developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to criticial needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future."

Types of Mentoring:

There are three different kinds of mentoring: Supervisory, Informal, and Structured-Facilitated. ***Supervisory mentoring*** consists of the day-to-day coaching and guidance that an employee receives from his/her supervisory. ***Informal mentoring*** is an unofficial pairing of individuals that naturally occurs between between people as needs arise. ***Structured-Facilitated mentoring*** is the most formal type of mentoring and is organizationally-sponsored.

Program Overview:

The Headquarters Mentoring Program is a structured-facilitated program and has been strategically planned and developed. The program includes a formal matching process of mentors and mentees; training for mentors and mentees in concepts, principles and practices of mentoring; structured tracking of the partnerships; and an evaluation of the partnerships.

Mentoring Overview

A Mentor is:

A mentor has been described as:

"Anyone who has a benefical life- or style-altering effect on another person, generally as a result of personal one-on-one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation."

A Mentee is:

Mentees at the Department of Energy represent a wide range of individuals in terms of age and work experience. Mentees have been described as "diamonds in the rough--ready to be cut and polished into the type of employee DOE needs." Most people imagine a mentee to be new to the working world, however, there are two main types of mentees:

The first type is the novice DOE employee, the junior colleague who needs to be taught everything about surviving in the work-place.

The second type of mentee is the seasoned, politically sophisti-cated person who transfers to, or is hired into, a new office. This type of mentee already knows the "survival skills", such as time management, planning, delegating and how to interact with others. A seasoned mentee typically only needs to be instructed on the inner workings and policies of the Department.

Mentoring Process

Program Overview:

The Mentoring Program is a structured-facilitated mentoring program. The process involves the following steps:

* Identify potential mentors and mentees,

* Select mentor/mentee pairs,

* Provide mentoring training to participants,

* Develop partnerships between mentors and mentee,

* Track the progress of the partnerships, and

* Evaluate the effectiveness of the the program.

Develop the Mentoring Partnership

Developing the partnerships between mentors and mentees is a crucial phase of the Mentoring Program. It is during this step that the mentor and mentee work together towards achieving the career goals of the mentee. This section outlines the phases of developing the mentoring partnership.

Phase One: *Get Acquainted*

Phase Two: *Plan and Commit*

Phase Three: Prepare a Career Development Plan

Phase Four: Implement the Career Development Plan

Phase Five: Evaluate Progress

Develop the Mentoring Partnership

Phase One: Get Acquainted

Phase One: Get Acquainted will begin in the training session for many of the mentors and mentees. However, this stage may require more time than just the initial meeting. During this stage, the partners need to learn about each other including career history, educational background, reasons for participanting in the program, and pertinent personal data that may limit or enhance the partnership such as location of residence or family status.

Some people express concern over the effectiveness of a mentoring program that matches mentors and mentees rather that allowing the process to happen naturally. The concern is usually based on the fact that the "chemistry" may not exist for the partners. Experience has shown that the "chemistry" can exist if the following equation is honored.

Chemistry = Trust + Honesty + Respect

If, however, the mentor or the mentee is uncomfortable with the partnership because of "bad chemistry" or for any reason, the Mentoring Program includes a "no-fault" opt-out option. To discontinue the partnership, at any time, the mentor and/or mentee should call the Mentoring Program Administrator, Jeanne Williams, Office of Training and Human Resource Development, HR-2, at (202) 426-1537. No explanation will be required as to why you want to discontinue participation in the program.

Develop the Mentoring Partnership

Phase Two: Plan and Commit

Phase Two: Plan and Commit requires that the mentor and mentee jointly complete a Purpose and Logistics Statement. The following questions should be addressed in the statement. Once the mentor, mentee, and the mentee's supervisor sign the statement, it should be sent to the Mentoring Program Administrator, Jeanne Williams, Office of Training and Human Resource Development, HR-2, 950 L'Enfant Plaza, Room 710, no later than December 15, 1996.

Purpose:

What is the goal of the partnership?

What is the desired outcome of the partnership?

What are the potential benefits to the mentor and mentee?

Logistics:

How often will the partners meet?

What time of day is convenient for the partners? Are the partners' supervisors supportive of the mentoring rela tionship? Can they meet during the workday or should meetings be scheduled during lunchtime?

Where will the partners meet? Are the partners in the same location or will travel be required? Who will travel? Are there other reasons the mentor or mentee travel to the other partner's location? Can meetings be combined with other, pre-existing activities?

Can mentoring meetings be conducted over the tele phone? Is electronic mail an option?

What are the partners current work schedules and current work demands? Is this expected to change? How does this affect the partnership? How will future, unplanned changes be handled?

Develop the Mentoring Partnership

Phase Three: Prepare Career Development Plan

Once the foundation of the mentoring partnership is set, the mentor and mentee are ready to focus on preparing a Career Development Plan.

A Career Development Plan is different than an Individual Developemnt Plan. The Career Development Plan may have a more long term focus, does not have to be job- or organizational-specific, and may include developmental activities beyond the scope of the organization.

The Career Development Plan format is on page 8. Pages 9 and 10 provide guidance on how to define career goals. Pages 11 and 12 address different types of developmental activities.

Phase Four: Implement Career Development Plan

In Phase Four: Implement Career Development Plan, the mentee will engage in the activities identified and documented in the Career Development Plan.

Phase Five: Evaluate Progress

The mentor and mentee should meet on a regular, on-going basis to evaluatie the progress of the mentee's developmental activities. The mentor plays a key role in assisting the mente evaluate the effectiveness of learning activities. The mentor should help the mentee assimilate new information and understand its relevance to career goals and related competencies. Based on the evaluation, the mentor and mentee may identify a need to continue development of a competency area or may gain new insights that leads to new developmental objectives.

The mentee is to complete a monthly progress report. See page 13 for format. These reports are to be sent to the Mentoring Program Administrator on the first of each month from December 1996 to November 1997.

Career Development Plan

Please return to Jeanne Williams, Office of Training and Human Resource Development, HR-2, 950 L'Enfant Plaza, Room 710, no later than January 17, 1997.

Name: **Organization:**

Mentor: **Supervisor:**

Career Goals: (Long- and Short-Term, as appropriate)

Competency Assessment - What competencies are needed to reach my career goal?:

Strengths - What competencies do I currently possess that are necessary to reach my career goal?:

Developmental Needs - What competencies do I lack that are necessary to reach my career goal?:

Activities to Further Develop My Strengths - Ways I can use competencies I currently possess:

Activities to Improve Developmental Needs - Ways I can improve or acquire competencies needed to reach my career goal?:

Defining Career Goals

A goal is something pertinent to your work and your career that you see as worthwile to strive for - either the improvement or mastery of some skill in you current job, some new responsibilities in your current job, or the attainment of some other position.

Goals should be realistic and attainable; they should imply some work and challenge, but they should not be set so high that achieving them will be almost impossible. In preparing goal statements, be as specific as possible.

Factors Affecting Goals

Factors affecting the feasibility of achieving these goals are:

1. ***Your other commitments*** - Your current work schedule, family, hobbies, community obligations, etc. Do not outline a program with lots of self-study and formal courses if you know you have a very heavy work schedule in the near future, or a lot of travel, for example.

2. ***Your previous learning experiences*** - Consider the types of learning experiences that were most beneficial to you. When, and under what circumstances, did you learn the most. Also consider the topics of study that your most enjoyed.

3. ***Your desire to achieve the goal*** - You do not need to have lofty goals. That can lead to disappointment. Strive for attainable goals.

4. ***Your knowledge of the organization*** - Find out about career ladders, forecasted staffing needs, expected vacancies and reorganizations, and what skills your organization will be needing. This is very important. Your mentor may be an excellent source for this information, but you may want to investigate other sources to get more information. Read the strategic plans of your organization, read the employee newsletters, listen to what is being said at staff meetings. All these are sources of organizational information.

Defining Career Goals

5. ***Your honest self-appraisal*** - Give yourself an honest self-appraisal. Use all the feedback you can get from supervisors, peers, your mentor and career counselors to develop a realistic picture of your strengths and weakness. Your goals should play up your strengths. If you are not particularly strong in one or more of the competency areas critical to reaching your goal, ask yourself, "How feasible is it to develop these skills and overcome weaknesses to the point of reaching the goal? How hard am I willing to work?"

6. ***Resources needed*** - How much time and money are necessary to achieve the goal, both perosnal and organizational?

If you honestly assess your own abilities, how much work is involved, the attainability of a particular goal, and you are willing to take on the work, you are much more likely to achieve the goal. Setting realistic goals may initially take some time and effort, but it will be worth it in the long run. All good planning strategies start with defining the end goals.

Developmental Activities

There are many different types of developmental activities; formal training is only one option and many times is not the best option. The following is a list of various types of development options. It is not all-inclusive. Use your imagination.

Types of Activities:

On-the-Job Training - Structured training in which learning objectives are achieved while in the work environment and while completing tasks.

Classroom Training - Structured, formal instruction presented in a classroom environment by a qualified instructor.

Self-Study Courses - Courses that the employee completes at his/her own pace. May or may not be completed during the regular work day.

After-Hours Courses - Generally college-level courses taken outside the normal work day.

Shadowing - Opportunity for employee to observe individual who has demonstrated successful work strategies.

Discussions with Subject Matter Experts - Structured question and answer sessions with subject matter expert to answer employee's questions. May be used to explore career opportunities or to learn specific tasks.

Rotational Assignments - Short-term work assignments appropriate for the skills identified in the Career Development Plan. This may or may not be accomplished through a formal detail.

Developmental Assignments - Work assignments that challenge the employee to develop and use new competencies within the current position.

Developmental Activities

Reading - Selected books and articles to increase understanding of a specific topic.

Development of Job Aides - Development of job aides to assist in the training of other employees. Employee must first learn the task completely before he/she will be able to teach other employees.

Participation on Task Force - Short- or long-term assignment that affords the opportunity fo develop new skills and expand network contacts.

Selection Criteria:

When selecting a developmental activity, the following criteria may help identify the best activity for your specific needs.

Will the activity contribute to the development objective? How?

What are the direct and indirect costs associated with the activity? Are the resources available?

Is the developmental activity easily available?

Mentoring Program Progress Report

The mentee is responsible to complete a Progress Report and send it to Jeanne Williams, Office of Training and Human Resource Development, HR-2, 950 L'Enfant Plaza, Room 710 or FAX (202) 426-1480 on the first of each month from December 1996 to November 1997.

Mentee Name:

Mentor Name:

Date:

Dates of Meetings between Mentee and Mentor:

Accomplishments of Meetings:

Activities and Accomplishments of Mentee:

Comments:

Mentor and Mentee Roles

Mentor Roles:

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all of the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Each of the ten roles are described below.

Teacher: As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform the job successfully. This role requires the mentor to outline the "nuts and bolts" of the position and to share experiences as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee can not only learn from past errors, but also realize that no one is perfect.

Guide: As a guide, the mentor helps navigate through the inner workings of the organization and decipher the "unwritten office rules" for the mentee. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities that each performs, and the office personalities involved.

Counselor: The role of counselor requires the mentor to establish a trusting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentors should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while he/she speaks.

Mentor and Mentee Roles

Mentor Roles, continued:

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a mentee by advising the mentee to first attempt to solve the problem before seeking assistance.

Motivator: As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It's not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly motivated individuals with a thirst for success. Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support, and incentives, mentors can motivate mentees to succeed.

One of the most effective ways to encourage a mentee is to provide frequent, positive feedback during assigned tasks or while the mentee strives toward goals. Positive feedback is a great "morale booster" that removes doubt and builds self-esteem and results in a sense of accomplishment.

Sponsor: A sponsor creates opportunities for the mentee - opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee's overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risks. Opportunities should challenge and instruct without slicing away the mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

Mentor and Mentee Roles

Mentor Roles, continued:

Coach: Coaching is a complex and extensive process and is not always an easy skill to perform. Specifically, coaching involves feedback. A mentor needs to give different kinds of feedback, as the situation demands: positive feedback to reinforce behaviors and constructive feedback to change behaviors. Both types of feedback are critical to the professional growth of the mentee. Feedback should be frequent, specific, and based on direct observation of the mentee (not secondhand information). When giving constructive feedback the mentor should be descriptive about the behavior; not use labels such as "immature" or "unprofessional"; not exaggerate; not be judgemental; and phrase the issue as a statement, not a question.

Advisor: This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you won't know how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable, and flexible to accomodate the changing dynamics of the organization.

Role Model: As a role model, the mentor is a living example of the values, ethics, and professional practices of the Department of Energy. Most mentees, in time, imitate their mentors; as the proverb states, "Imitation is the sincerest flattery." Teaching by example may be a mentor's most effective developmental tool. The mentees will learn a lot as he or she observes how the mentor handles situations or interacts with others. The mentor needs to be careful how they come across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics, and a positive attitude.

Mentor and Mentee Roles

**Mentor
Roles,
continued:**

Referral Agent: As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills, and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan as an "enabler" to move the mentee toward career goals that have been set.

Door Opener: The role of door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the Department of Energy, as well as outside the Department. The mentee needs a chance to meet other people to spur professional development. As a door opener, the mentor can introduce the mentee to many of their own contacts to help build a network structure. As a door opener, the mentor also open doors of information for the mentee by steering him/her to resources that may be helpful.

**Mentee
Roles:**

Mentees also perform several roles. They are:

Gauge: A mentee is the "gauge" to measure how interactive a mentoring partnership will be. This means that the mentee determines the capacity of the mentoring relationship. The mentee decides upon the amount of guidance that is needed. The mentee should take the initiative to ask for help or advice.

Student: The mentee is the student who needs to absorb the mentor's knowledge and have the ambition to know what to do with this knowledge. As a student, the mentee needs to practice and demonstrate what has been learned.

Trainee: A mentee is also a "trainee" who should blend mentoring with other approaches. By participating in other programs, the mentee becomes a more well-rounded and versatile DOE employee.

Mentor and Mentee Characteristics

Mentor Characteristics:

A successful mentor is characterized as:

Supportive: A mentor is one who supports the needs and aspirations of the mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

Patient: A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

Respected: A mentor is someone who has earned the respect of peers within the Department, the community and his or her profession.

People-Oriented: A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has "good people skills"; that is, knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflict and give appropriate feedback.

Good Motivator: A mentor is someone who inspires a mentee to do better. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments (where applicable).

Effective Teacher: A mentor should thoroughly understand the skills required of the mentee's position (or desired position) and be able to effectively teach these skills to the mentee. A mentor must not only teach the "skills of the trade", but also manage the learning of the mentee. This means the mentor must actively try to recognize and use teaching opportunities.

Mentor and Mentee Characteristics

Mentor Characteristics, continued:

Secure in Position: A mentor must be confident in his/her career so that pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a mentee's discoveries and welcomes a mentee's achievements. In truth, a mentor enjoys being a part of the mentee's growth and expansion.

An Achiever: A mentor is ususally a professional achiever--one who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor is usually one who takes on more responsibilities than is required, volunteers for more activities, and tends to climb the proverbial career ladder at a quick pace.

A mentor attempts to inspire a mentee with this same drive for achievement. This "attempt at achievement" is the flint that sparks a mentee's desire for career success. In this way, a mentor helps a mentee to set, evaluate, and reach career goals.

Able to Give Mentee Visibility: A mentor is someone who can give the mentee the right amount of exposure within DOE. One way to give exposure is to secure challenging projects for the mentee. Another way is talk with others about the mentee's accomplishments.

Values DOE and Work: A mentor takes pride in DOE and relishes the every day challenges that typically arise. A mentor understands the mission, vision, and values of DOE and supports the Department's initiatives. A mentor should be well versed in DOE policies and in the prodecures of the particular organiza-tions in which he or she works.

Respects Others: A mentor is one who shows regard for another's well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee's weaknesses and minor flaws, just as the mentee must learn to accept the weak-nesses and flaws of the mentor.

Mentor and Mentee Characteristics

Mentee Characteristics:

The list below outlines the characteristics of the "ideal" mentee.

Eagerness to Learn: A mentee has a strong desire to learn new skills and abilities, or a desire to develop existing skills and abilities. A mentee seeks educational and/or training opportunities whenever possible to broaden his or her capabilities. A mentee strives to elevate his or her level of technical skills and professional expertise to gain an ever greater mastery of the job.

Ability to Work as a Team Player: A mentee must usually interact with many others as a part of the requirement of his or her position. Therefore, it is important that the mentee cooperate and communicate with these individuals.

A mentee must learn how to be a team player--to contribute as much as possible to the mentoring relationship. To do this, a mentee should:

- Initiate and participate in discussions,
- Seek information and opinions,
- Suggest a plan for reaching goals,
- Clarify or elaborate on ideas,
- Try to ease tension between parties,
- Resolve differences,
- Be fair with praise and criticism,
- Accept praise and criticism.

Patient: A mentee must be willing to put time and effort into the mentoring relationship. A mentee must persevere through the difficulties that arise during the learning process. Many mentees, at one time or another, feel frustrated because they feel confined in their current job, or "hemmed in" by everyday tasks. A mentee should be realistic enough to know that career progression doesn't happen overnight.

Mentor and Mentee Characteristics

Mentee Characteristics, continued:

Risk Taker: As a risk taker, a mentee must be willing to travel from the "safe harbor" into the seas of uncertainty. This means that a mentee must move beyond tasks that he or she has mastered and accept new and more challenging experiences. This can be difficult for a mentee because this means giving up the known for the unknown. With each new assigned task, a mentee may ask, "Can I really do this?"

A mentee must realize that, to grow professionally, it is necessary to assess oneself, to acquire needed skills, to develop new skills, and to make contact with other DOE employees. A mentee must be willing to take chances!

Positive Attitude: This is a very important trait for a mentee to possess because it is a bright and hopeful attitude that can help a mentee succeed. A mentee with a poor or "defeatist" attitude will not move ahead--the first "bump in the road" will jar this person off course.

An optimistic mentee is more likely to tackle difficulties and to stay on course. A mentee should not be afraid to fail.

Style Analysis Overview

DISC Theory:

The Style Analysis is based on the work of Dr. William Marston who developed the DISC Theory. Marston spent most of his adult life as a teaching and consulting psychologist. Marston's most well-known contribution was his success in lie detection. In 1928 he published a book, "The Emotions of Normal People" in which he described the theory we use today. Marston found that people generally display behavior in varying intensity in the following dimensions:

Dominance: How you approach problems and deal with challenges.

Influence: How you interact with and attempt to influence people.

Steadiness: How you respond to changes and levels of activity.

Conforming: How you respond to rules and regulations.

DISC Factors:

D Factor - The D stands for how you deal with problems and challenges. If you are high in the intensity of this factor, you will be the type of person who would be very active in dealing with problems and challenges. If you are low on the D factor, you would be the type of person who would prefer to gather a little more data and analyze the problem before taking action. The D factor is not measuring whether or not you can solve problems - it is only measuring how you go about solving problmes.

I Factor - The I factor measures how you go about influencing people to your way of thinking. If you are high in the intensity of this factor, you try to persaude others to your way of thinking by verbalizing - by talking to them. If you are low on the I factor, you would try to convince people through data and facts. You would not as emotional as those individuals high in this intensity. High I's are very easy to read and tend to "wear their emotions on their sleeves" whereas people low in the I intensity tend to be more reserved and less revealing.

Style Analysis Overview

Pure Styles:

S Factor - The S factor measures how you deal with the activity levels that you are confronted with on a daily basis. High S's want to start activities one at a time and prefer a steady pace. You don't like sudden change of activities that cause you to change. If you are low in the S factor, you are actually driven by activities or change. You like change.

C Factor - The C factor measures how you respond to rules and regulations set by others. If you are high in this factor, you will adhere to rules and regulations. You like to do quality work and prefer to do it right the first time. If you are low on the C factor, you will challenge rules and regulations. You will want to be seen as your own person and seek you independence.

D's are interested in the new, the unusual and the adventurous. They love a challenge. They have one goal in mind - to make things happen - and happen now. They are great problem solvers and will work long hours, continually, until a tough problem is solved. In dealing with people, they usually are direct and straightword. They say what they think, are blunt, and like to tell people what to do.

I's want to be liked and usually like others - sometimes indiscriminately. They have the ability to talk smoothly, readily, and at length. They will not be overlooked, nor uninvolved. I's are consistently trying to inspire you to their point of view. They are great motivators and work well with people. I's are extremely optimistic and flattery will lead them anywhere.

S's are generally easygoing and relaxed. They like to build a close relationship with a relatively small group of associates. S's are usually very dependable, predictable, and loyal. They operate well as members of a team. S's symbolize sensibility, serenity, and steadiness. They develop good work habits.

C's are humble, loyal and will do whatever is expected on them to the best of their ability. They strive for a stable and orderly life and tend to follow procedures in both their business and personal life. They are systematic thinkers and workers, precise and attentive to detail. Going by the book is their first rule of thumb.

Style Analysis Overview

Style Strengths:

Each style has its strengths or areas where there is a natural tendency.

D's -
 Creative Problem Solvers
Task-Oriented
Independent
Directing Others

I's -
Working with People
Motivating Others
Articulating Ideas - Verbal
Optimistic

S's -
Team Player
Loyal to People and Organization
Dependable
Maintains Status Quo

C's -
Systematic Thinkers
Shows Attention to Details
Reserved
Factual

Checklist for Communicating

D Style: D's have fast-paced speech, come on strong, are impatient, direct and try to control the situation.

Factors that will improve communicating with this style:

* Be clear, specific, brief and to the point
* Come prepared with support material in a well-organized "package"
* Read the body language - look for impatience or disapproval

Factors that will create tension or dissatisfaction:

* Talking about things that are not relevant to the issue
* Leaving loopholes or cloudy issues
* Appearing disorganized

I Style: I's are friendly and talkative, show a lot of emotion, are impulsive and use many hand gestures while speaking.

Factors that will improve communication with this style:

* Provide a warm and friendly environment
* Allow time for socializing
* Don't deal with a lot of details (put them in writing)
* Ask "feeling" questions to draw out their opinions and comments.

Factors that will create tension or dissatisfaction:

* Being curt, cold, or tight-lipped
* Controlling the conversation
* Driving on facts, figures, alternatives, abstractions

Checklist for Communicating

S Style: S's tend to be very easy going, patient, deliberate, and methodical.

Factors that will improve communication with this style:

* Start with a personal comment
* Break the ice
* Show an interest in them as a person
* Present your case softly, non-threateningly with a sincere tone of voice

Factors that will create tension or dissatisfaction with this style:

* Rushing headlong into business
* Being domineering or demanding
* Forcing them to respond quickly to your objectives

C Style: C's ask questions about facts and data, speak slowly, use few gestures and tend to be skeptical and suspicious.

Factors that will improve communication with this style:

* Prepare your "case" in advance
* Be accurate, realistic
* Provide solid, tangible, and practical evidence

Factors that will create tension or dissatisfaction:

* Being giddy, casual, informal, loud
* Pushing too hard or being unrealistic with deadlines
* Being disorganized or messy

Style Summaries

The following chart summarizes some of the key characteristics of the four pure styles:

	Dominance "Driver"	Influence "Interact"	Steadiness "Systematic"	Compliance "Careful"
Behavioral Insights	Responds to problems and challenges: makes decision	Influences others: needs to interact and verbalize	Responds to pace of environment: consistently doing one activity at a time	Responds to rules set by others: wants them and needs facts and data
Percent of Population Total (M/F)	18 (20/16)	28 (24/32)	40 (41/39)	14 (15/13)
Percent "Pure"	1.2	1.0	0.9	0.3
Description	forceful, blunt, decisive, bold, results-oriented, demanding, authoritative, impatient Best: need to direct, desire to win	emotional, enthusiatic, talkative, personable, affable, self promoting, good mixer, trusting Best: involvement, emotional	systematic, deliberate, sincere, team player, passive, steady, predictable, relaxed Best: loyal patient long-term	high standards, analytical, methodical, conscientious, perfection Best: proof and evidence, by the book
...Verted	Extro...	Extro...	Intro...	Intro...
Oriented	Task	People	People	Task
Linked Emotion	Anger: quick to and has a short fuse	Optimism	Masked emotion	Fear
Conflict Response	Fight back	Run	Tolerate	Avoidance
Looking for	Results	Fun, the experience	Trust	Procedures and information
If overextended, becomes	Impatient	Disorganized	Possessive	Critical

Style Summaries

	Dominance "Driver"	**Influence "Interact"**	**Steadiness "Systematic"**	**Compliance "Careful"**
Value to a team	Self-starter, initiates activity, competitive, looks for shortcuts	Optimistic, team player, positive humor, motivates via persuasion	Dependable, great listener, empathetic, logical, completes what is started	Objective, asks right questions, diplomatic, pays attention to details
Ideal Environment	Freedom from controls and details, evaluation based on results, non-routine with challenges	Many people contacts, multi-changing work tasks, freedom from controls and details	Long-term relationship can be developed, stable and predictable environment, deal with on a personal basis	Critical thinking needed and rewarded, quality standards important, minimal noise and people, able to complete assignments
Managing Them	Explain results expected, train on listening skills, help them pace and relax	Work with them on time management, set clear objectives, open door policy, time to interact daily	Clearly explain changes to prepare them; Allow opportunity to complete tasks; fewer, larger projects, encourage participation	Involve in defining standards, let finish tasks, clearly define requirements and expectations, involve in long- term planning
Motivating Them	Control own destiny and destiny of others, provide prestige, allow to verbalize, provide new and varied experience	Group activities on job, public recognition of ability, environment free of controls and data	Logical reasons for change, harmony, closure on tasks, appreciation, identify with team members	Provide written operating procedures, time to think, no sudden changes, provide data, quality oriented team

Style Summaries

	Dominance "Driver"	Influence "Interact"	Steadiness "Systematic"	Compliance "Careful"
Limitations; May:	Overstep authority, impatient with others, argumentative, take on too many tasks, push rather than lead, lack tact	Act impulsively, inattentive to details, difficulty planning and controlling time, rely too much on verbal abilitly	Need help getting started on new projects, difficultly prioritizing, wait for orders to act, stay involved in a situation too long, internalize what needs to be discussed	Hesitate to act without precedent, over analyze, overly critical of others, be too hard on themselves, yield position to avoid controversy
Degree of Risk Taking	High	Moderate	Moderately low	Very low
Talk	Direct, interrupts	Verbal, at length	Warm, listens well	Direct, clarifying
Walk	Fast	Weave, may run into things	Steady, easy pace	Straight line
Office Decor	Large desk, status conscious	Contemporary, memory of experiences	Family photos, homey	Graphs, charts, functional

Style Analysis Exercises

General Characteristics:

1. Place a "X" next to the two statements that you feel best describe you and share them with your partner.

2. Write a "Strength Statement" and share it with your partner:

The greatest strength I bring to this mentoring relationship is:

_____

_____

_____

The greatest strength my partner brings to this mentoring relationship is:

_____

_____

_____

Communication Checklist:

1. Circle the two statements that are most important for effective communications with you (page 4).   Explain to your partner why you choose those statements.

The key to effective communication with me includes:

_____

_____

_____

The key to effective communication for my partner includes:

_____

_____

_____

Style Analysis Exercises

Communication Checklist, continued:

2. Circle the two statement that cause you the greatest amount of frustration in communications (page 5). Explain to your partner why you choose those statements.

The following cause me frustration in communications:

_____

_____

_____

The following cause my partner frustration in communications:

_____

_____

_____

Ideal Work Environment

1. Circle the two statements that are the most important "Ideal Environment" factors. Do these factors exist in your current work environment? Explain to your partner why you choose those statements.

The following "Ideal Environment" factors are of greatest importance to me:

_____

_____

_____